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ABSTRACT

The intent of this curriculum guide is to suggest objectives, teaching methods, and learning activities to aid social studies classroom teachers at the elementary and secondary levels as they incorporate material on state, county, and municipal governments into the curriculum. Although developed for use in Oklahoma public schools, the guide can easily be adapted for use in other areas as well. Major objectives of the guide are to help students learn about their state and local communities, better understand how different levels of government work, understand some of the problems encountered by state and local officials, and come into contact with governmental activities. Material is organized in outline form by topic and by grade level. Major outline headings are Educational Ideas (including objectives and topic) and Activities. Students are involved in a variety of activities (over 200 are suggested), including exploring who makes rules and regulations and electing a class governor (grades K-four); indentifying elected officials in the county and making collages from newspaper articles on county services (grades five through eight); and preparing sample petitions of incorporation and listing sources of revenue available to municipalities in the area where the students live (grades nine through 12). (DB)

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ACTIVITIES FOR TEACHING
STATE, COUNTY, AND MUNICIPAL GOVERNMENT

A Curriculum Guide for Better Understanding State, County, and Municipal Government in Oklahoma

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1977

FOREWORD

Municipal, county, and state government has been a part of the curriculum in public schools in Oklahoma although very little material has been generated to augment the teaching of these important areas of government. Often in the past it has been left up to the social studies' instructor to develop or research materials and resources for his class.

With the monumental problems facing the Oklahoma citizen at all levels of government, it behooves us to furnish our students the necessary information which will allow them to become productive citizens. There is a need for ready resource material to be available to teachers in this area. The teacher will be able to plan educational and interesting activities with the students in the various grade levels dealing with functions of the municipal, county, and state government.

It is our belief that this guide is the first organized attempt to provide some guidelines and offer some teaching activities which will facilitate the teaching of courses which will lead to a better understanding of municipal, county, and state government. This is perhaps one of the best ways we can insure the existence of democratic powers and protect our American way of life.

Leslie Fisher
State Superintendent

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INTRODUCTION

The system of government in the United States consists of the federal government, fifty state governments, and several thousand units of local government. Under our federal system of government, the governmental powers are divided by the terms of the United States Constitution between the federal government and the state government. Local units of government are creatures of the state, either by the State Constitution or by legislative statutes and in Oklahoma can be classified into two categories: 1) general governments which perform a wide range of services and include counties, cities, and towns; 2) special purpose districts which perform single governmental functions.

Within this system of government, we as citizens are governed by different kinds of laws. These laws include the Constitution of the United States, the laws and treaties of the United States, the Constitution of Oklahoma, the statutes of Oklahoma, municipal charters, and ordinances passed by a municipality. While we as citizens are governed by all these different laws, this is true only because we have agreed to be governed.

In the United States, we believe that the government must be the people's government. As stated in the Declaration of Independence, "government gets its power from the consent of the governed." In the United States' Constitution the preamble states, "We the people of the United States. . . ." Also, the importance of government by the people is recognized in the Constitution of Oklahoma by the statement, "all political power is inherent in the people." In essence, this idea of rule of the people is known as popular sovereignty, although another word for the same idea is democracy, which comes from the Greek word meaning people-rule.

Recognizing this premise that people govern, the structure of Oklahoma government is then clearly stated in its Constitution. In part, this document provides for a division of power of government into three separate branches: the Legislative, Executive, and Judicial. In these branches of government, the Legislative is the law-making, the Executive is law enforcement, and the Judicial is law interpretation. In addition, another provision of the Constitution provides for local governments, specifically county and municipal; thus the Oklahoma Constitution provides for the structure of government and state laws (and in some instances, municipal ordinances have been enacted to further expand on the authorities, duties, and responsibilities of elected state and local government officials and personnel within that structure).

As a part of the elected officials' and personnel obligation, the government they represent must provide services to the citizens. Therefore, these governments are responsible for the day-to-day administration of most domestic public services, and some of these services include education, highways, public welfare, hospitals, health, police and fire protection, garbage collection, parks and recreation, libraries, and cemeteries.

From these brief remarks, it is important for us to realize the large role that various units of government play in our communities. A study of the organizational structure of various governmental bodies and the responsibilities of the individual offices can provide a real insight into many phases of state and local government. Therefore, our objectives should be as follows:

(1) For students to learn about their state and local community
(2) For students to better understand how different phases of government work
(3) For students to understand some of the problems encountered by state and local officials
(4) For students to come into contact with actual governmental activities

Because of space limitations, the ideas and activities presented here will be limited in number and scope. The concepts provided in various areas of this guide may be adaptable to all grade levels. It is hoped this material will give educators enough orientation for teaching a few basic concepts in a meaningful and rewarding manner. A perusal of this guide should make one aware that curriculum planning in every school will be essential to a balanced, coordinated, and effective state and local government education program at all grade levels. The purpose here is not to establish a separate series of courses in state and local government; rather the goal is to spiral the learning of state and local government in conjunction with the other social sciences so that our students will be able to function with greater understanding and competence in American society. Most of the proposed concepts should be relevant to any school's curriculum irrespective of its format (grades, non-graded, modular, etc.). Just as the scope of ideas and activities in the guide can be expanded, so too will many educators wish to develop additional goals and objectives and formulate plans for evaluation. It is recommended that a few inservice training and planning sessions be scheduled on the use of the guide in schools not already having a coordinated state and local government education program.

Michael J. Hopkins

Elections and Elected Officials

Grades K-4

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand elections and municipal, county, and state officials' roles of leadership and lawmaking.	
1. Men and women are elected to make laws and regulations that citizens ask to be made.	1. (a) Explore who makes rules and regulations by discussing the following: rules in games (and have students make game rules), family rules and who makes them, school rules and who makes them. (b) Using pictures or reading charts, classify rules identified as made by family and school, municipal, county, state, and federal government. (c) Develop the school as a government with the principal as the governor, classrooms as counties, individual desks as towns, and individual students as citizens. (d) Divide the room into areas. Each area elects a representative. Representatives develop a charter and vote on classroom rules after finding the concensus of their area. Make posters and display class laws. (e) After a while elect class governor and allow him to function just as one leader based on his observations of the governor. (f) Later divide the class into two parts - senate and house - allow the governor to converse with one group at a time and as a whole at one time. Children will see the need of having one leader for their group and will devise ways of communicating with the group leader. Interest groups may form.

EDUCATIONAL IDEAS	ACTIVITIES
	(g) Petition for something the students feel to be important to the "school government." It may be their city council or state legislature. Carry petition through the school and community. (h) Identify pictures in textbooks of laws that people must follow. Write a chart story about the kinds of laws and who enforces them. (i) Identify the city council as the body that makes ordinances concerning traffic laws, library regulations, building and maintaining park facilities and regulations, etc. Use the newspaper, telephone directory, interviews; survey families and neighbors. (j) Invite a city councilman, county clerk and state representative to come and discuss what decisions they make and how they arrive at these decisions. (k) On the bulletin board, divide the board into family-school, municipal, county, state, and federal. Have students draw pictures of people obeying laws in each level of government.
2. To broaden interest and knowledge in one of the leading industries in our city, county, and state -- *Our Government!*	2. (a) Discuss and become familiar with names, addresses, titles and duties of elected officials in your town, county, and state. (b) Increase knowledge of voting areas by drawing maps and coloring in wards, precincts, districts, and counties where you live. (c) Invite an election board member to your building to discuss and show how and what information is needed in order to be eligible to vote. (d) Provide situations for group discussion in organizing, campaigning, and a planned action for a particular purpose. (e) Plan activities to enhance the value of self-expression and self-discipline, as in a campaign speech.

EDUCATIONAL IDEAS	ACTIVITIES
3. To develop an appreciation of elected officials and our government as to its functions of yesterday and today.	3. (a) Provide actual experiences that enrich the background of the children with various experiences, such as current event periods or pictures mounted and labeled (original or from prints). (b) Taped stories of information such as the removal of the State Seal from Guthrie to Oklahoma City, or other historical events in municipal, county, and state government.

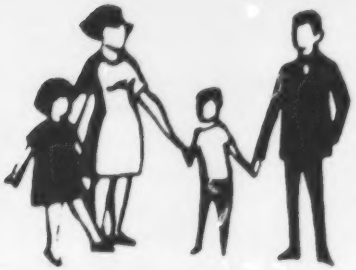
Government Services and Taxes

Grades K-4

EDUCATIONAL IDEAS	ACTIVITIES
GOAL: To understand how municipal, county, and state governments can satisfy some wants and needs with goods and services paid by taxes for the people it represents.	
1. Some groups of people request goods and services which other groups of people do not approve.	1. (a) Have students list supplies they want for the classroom (can be gathered over a period of time with a tape recorder); then discuss. (b) Have students list what services they want teachers, cafeteria workers, custodians, principals to provide. (c) Using a pictograph or bar graph, show demands for goods and services within the schools. (d) Discuss why some people do not think your demands are important and theirs are. (e) Read "A Day in the Life of a City Manager," p. 68, *Our Working World, Cities* by SRA. List the demands of the people. Discuss the way costs of certain services conflict with spending cuts. (f) Draw cartoons showing some of the things people expect of the municipal, county, and state government. (g) List dreams and wishes of goods and services people want from governments.
2. Money to pay for public goods and services comes through taxes paid at the grocery store, taxes on homes and buildings owned by people, and auto license tags, etc.	2. (a) Distribute play money to students. Set up a store (maybe using discarded toys brought from home or classroom supplies) and let students budget their play money to buy things, always adding the tax. Use tax money to buy classroom objects such as jump ropes, balls, etc., that are used by everyone in the class. (b) Have students pay taxes with play money for use of desks (property tax), bicycles (license tags), supplies, etc.

EDUCATIONAL IDEAS	ACTIVITIES
	(c) Develop activity sheet showing pictures and prices of the items. Then compute actual cost of items using taxes collected. Discuss taxes paid at the grocery store, for auto licenses, income tax, etc., and how this money provides for goods and services for everyone in the community, county, and state.
	(d) Make a bulletin board showing lines between each tax collection site to a map showing which level of government receives and performs services (Can become a flow chart.)
3. Money from some taxes goes to buy things in a municipality, county, or state.	3. (a) Take a walk around the school community. Look for things which are bought by communities as a whole. Where did the money come from? Could one family afford to pay for them?
	(b) Have children write creative stories about services provided. Ask for open-ended stories of the alternatives if we didn't have certain services, e.g. "One day there was no money to pay the firemen. There was a fire. What happened? What might be another alternative?"
	(c) Discuss or write about some of the things you observed on the walk around the school. Who provided the road, bridges, etc.? Determine to whom to complain when the bridge has been out for months. Also map the area by using transparencies.
	(d) Use the city map, state map showing counties, and USA map to develop the idea of expanding boundaries. Explain that the municipal government provides services within the city. Ask students to name some services just for town or city citizens. Have students observe that there are several cities and towns in a county. Explain that the county government provides services for a wider area. Name some of the services such as county hospital, county roads, county jail, law enforcement officers. Have students locate the boundaries of the state and identify services that state government provides such as state highways, state police, state hospitals, state prisons. Explain that the U.S. government provides services for an even wider area with national defense, postal services, national parks, federal prisons, etc.

EDUCATIONAL IDEAS	ACTIVITIES
4. Governments make yearly budgets that list needs and how they can be paid.	4. (a) Make a budget for supplies needed for the classroom out of school supply funds. (b) Role play a "pretend" budget for personnel in the school. (Invite the principal as governor of the school government in to help with this.) Assess each student a certain amount of make believe tax money and have them budget goods and services for the school. (c) Have students bring a list of how money is spent at home. Example: clothes, groceries, fuel, house payments. Ask what would happen if all the money were spent for just the cost of housing. Explain the need for budgeting not only on a personal or household basis, but also on a municipal, county, or state basis. (d) List or use pictures of some major items each level of government needs to maintain services on a large grid, listing services from each segment of municipal, county, and state government. (Use the charts of government structure for the outline of departments.) (e) Discuss and role play the mayor's proposed budget for the city, the county commissioners' proposed budget, the Governor's address to the state Legislature with a proposed budget, and the President's State of the Union Address with his proposed budget to Congress.
5. Decisions are made between people in the government and the citizens about what things we pay taxes on and how much is to be paid.	5. (a) Decisions can be made by vote of "citizens" as to whether balls, jump ropes, etc. will be purchased with tax money. (b) When people are voting on bonds, discuss issues and the positions of candidates. Ask "Why do you think people should get to vote on this?" Take students to see the voting machines when they are set up in the school. Explain that the people are lined up to vote and that some of the people are there to help see that everything goes all right.



(c) Role play the city council, county commission or legislature with people making requests; the legislative body debating; turning the issue to a vote of the people; campaign pros and cons and vote. Be sure the means of financing is a part of the vote.

Education

Grades K-4

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand the municipal, county, and state governments' role in education.	
1. Promoting education is an investment by society - the government.	1. (a) Discuss what happens if people cannot read or write. (b) Plan activities to demonstrate how people learn through education to be responsible for themselves. (c) Discuss the benefits of having an education - helps people learn how to support themselves and their families.
2. Education is essential preparation for citizenship.	2. (a) Discuss responsibilities of being a good citizen. (b) Visit a session of the Legislature, Board of County Commissioners, or City Council.
3. Educational services are dependent upon public support.	3. (a) Hold a discussion on taxes paid by parents, pointing out how adults in the community support education. (b) When a school bond election is forthcoming, provide an opportunity to discuss and observe the decision-making process for public support. (c) Identify the designated use of the money from a school bond election, discuss its value, and hold a mock school bond election. (d) Find out the amount of money spent per child in the local school district. (e) Discuss the cost if each family were required to pay that amount. (f) If a new school is being built discuss what decisions must be made; then put them in the order of occurrence. (g) Have students examine voting machines, or look at a sample ballot.

EDUCATIONAL IDEAS	ACTIVITIES
4. The government provides revenue for an educational program, elementary, secondary, and higher.	4. (a) Have the students identify the grades included in their school building. (b) How many schools like theirs (grades included) are located in the community? (c) Identify the school the students will attend after completing the last grade in their building. (d) Tell where their brothers and sisters go to school
5. The school board is the governing board for the city school system.	5. (a) Invite a school board member to visit the classroom and participate in activities with the children. (b) Discuss the way school board members are elected. (c) Take a class to a school board meeting so they can listen and observe firsthand.
6. Higher education refers to educational institutions otner than and beyond elementary and secondary schools.	6. (a) Making use of a local and/or state map, locate higher education institutions in your area. (b) Identify persons the students know (e.g., principal, teachers, parents, that attended the institutions). (c) If feasible, make a field trip to college in the area. (d) Discuss cost of going out of state to school.
7. Basic education is important; however, specific educational requirements are required for certain occupations.	7. (a) Identify specific occupations the students are interested in and determine the requirements needed for the occupation and how one fulfills the requirements. (b) Invite parents representing the designated occupations to talk about the training required and how they received the training.
8. The State Department provides leadership for schools accredited in the state.	8. (a) The offices for the State Department of Education are in the capitol complex. Some classes may wish to visit the office.

EDUCATIONAL IDEAS	ACTIVITIES
9. The State Department cooperates with the federal government in implementing programs at the local level.	9. (a) Invite your school cafeteria supervisor or food service director to your class to discuss how and what foods the government provides to our schools for the school lunch programs. (b) A lesson in math could be derived from figuring the cost of food for each student and the amount contributed by the government. This could be figured for a person, class, school, district, county, state level.
10. The government supports educational institutions other than elementary and secondary schools.	10. (a) Identify the library, museum, and other cultural centers in the city, county, and state. A local map and state map could be used to identify the location. (b) Students could write for literature on the cultural centers. (c) Planned visitations to the state supported educational institutions would be appropriate.
11. Foreign people must go to a special class to learn about our country and must pass a test before being allowed to be citizens.	11. (a) Invite the teacher or participant of a U.S. citizenship class to discuss the information one must learn to obtain citizenship.
12. Education is essential for building a greater understanding of the interrelation and inter-dependence of man, education, government, and living.	12. (a) Provide experiences for participation in school (class elections). (b) Judge government related art projects; write poems, tape plays and/or stories. (c) Draw cartoons, enter available contests concerning conservation, pollution, and other areas related to our well-being.

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand the municipal, county, and state governments' role in health services.	
1. The Health Department is to protect and serve the people.	1. (a) Survey the community by checking the telephone directory to determine health services available in the community. Services usually under the health department are as follows: hospitals, sanitation, sewage, ambulance, animal shelter. The size of the community will influence which services are municipal or county and state. (b) Give the students a title and let them draw from their own experiences an idea to correlate with a theme such as "Our Government Helps us to Cultivate Good Health."
2. The State Health Department determines health policies.	2. (a) Discuss immunizations required for a child to enter school in Oklahoma. (b) Discuss why immunizations are important. Ask the school nurse, doctor, or parent who is a physician to talk with the children about immunization. (c) The State Health Department Laboratory provides a service of testing dairy and beef herds. Discuss how quickly an illness could occur if we drank milk or ate milk products from a dairy with infected cattle. (d) Rhymes may be written by students. While visiting with your class give them an idea for a rhyme concerning shots or immunizations. Cattle are given shots. A sample rhyme: See our hospital It's full of hay See, it's big That's where the sick cows stay.

EDUCATIONAL IDEAS	ACTIVITIES
	(e) Professionals could tape reports on diseases of cattle; vaccination of dairy and beef herds; work of State Veterinarians; duties of Government Meat Inspectors. These tapes could be played at various times, and each student could evaluate the report he listened to.
3. Health services are provided by various trained medical professionals.	3. (a) Identify the medical persons who provide health services (e.g., physician, nurse, eye doctor, dentist). (b) Collect pictures for a book showing persons receiving medical treatment. (c) Invite persons from the health services to discuss their occupation.
4. Providing health service supports our concern for others who need assistance.	4. (a) Discuss how we are a "caring" society. Discuss ways the students show their friends they care. (b) Talk about the benefits of having healthy people.
5. Mental health is a part of one's total well-being.	5. (a) Identify mental health services available (e.g., guidance clinics, mental health hospitals). (b) Collect pictures of happy persons and unhappy persons. Ask the children to discuss the picture. (e.g., why is the person unhappy; what would help the person to be happy?) (c) *Role play situations that allow children to express feelings of happiness, anger, sadness. Good mental health includes having a positive self concept. Five keys to a better self-concept are as follows: 1. Adults, praise yourselves. 2. Help children to evaluate realistically. 3. Teach children to set reasonable goals. 4. Teach children to praise themselves. 5. Teach children to praise others. (d) The class members could plan ways to put the self-concept keys into action.

*See Oklahoma Bibliography

(e) Ask a director of physical education programs in your area to visit your class to suggest games to play, exercises to do, correct posture to practice.

(f) Do "mood" exercises to available records or tapes.

(g) Make "Life Savers" for room decorations. Labels could be like the following:

School nurse, cafeteria people, exercise, rest, etc.

Directions for Life Savers:
(Butcher Paper & Ribbon for rope)
Cut two large circles.
Staple outer edge; stuff them with paper.
Remove center circle; staple edges of circle.
Cut an inner circle out of construction paper and staple to inside rim of life-saver.

Social Services

Grades K-4

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand the municipal, county, and state governments' role in social services.	
1. The municipal, county, and state governments provide social services.	1. (a) Identify and explain the functions of the designated social services provided under the Department of Institutions, Social and Rehabilitative Services (Annual Report Available). (b) Contact a local representative of the Social Services for information and/or classroom presentations.
2. The municipal, county, and state government may provide assistance for the unemployed.	2. Discuss how a family would manage if a parent was unemployed. Who would help?

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand the municipal, county, and state governments' role in transportation.	
1. The Department of Transportation has a broad range of planning responsibilities for the state's transportation system--including railroad, air transport, highways, and waterways.	1. (a) Much transportation information can be received from the State Department of Transportation, some of which will be in the form of charts, maps, or pictures that can be clipped for an interesting bulletin board display. (b) Talk about who sets rules and regulations on public transport systems. Determine the source of money to keep these systems in operation.
2. Transportation is important for mobility of the individual family.	2. (a) Discuss the various forms of transportation used by families. (b) Identify how time, money, and available energy influence the type of transportation used. (c) Role play a family moving or going on vacation.
3. Transportation is necessary for the movement of physical items over great distances for the ultimate benefit of the consumer.	3. (a) Identify items available to the consumer that have been transported over great distances and would not be available without the various modes of transportation (e.g., mail, produce). (b) Follow the route of an imported product (such as coffee) from the source to Oklahoma. Also identify resources of Oklahoma that are transported long distances.

EDUCATIONAL IDEAS	ACTIVITIES
4. There is competition among the various truck, bus, train, airline, and river barge industries.	4. (a) Locate the nearest bus, train, and airline service. (b) What kind of truck service is available in your community? (c) Locate navigable streams in Oklahoma, and locks and dams on the Arkansas River. (d) Discuss government's role in making these services possible. (e) Discuss the various companies that use the different modes of transportation. (f) Compare costs of using the different types of transportation. (g) From a picture file have a child pick the mode of transportation most likely to be used for a problem posed.
5. The concept of taxing users for the cost of public services is exemplified by toll roads in Oklahoma.	5. Information on toll roads may be obtained from the Oklahoma Turnpike Authority. Have a discussion comparing the differences between toll roads and free highways.

Public Safety

Grades K-4

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand the public safety functions of municipal, county, and state governments.	
1. Courts have people who judge criminal and civil actions.	1. (a) Treat *Goldilocks and the Three Bears* as a court case. Have a judge and jury. Demonstrate hearing both sides and making a judgment based on clear evidence, not guessing. Also use nursery rhymes like "Tom, Tom the Piper's Son," etc. (b) Have a mock trial about a stolen bicycle with a person accused of the crime. Use a judge and a jury and make a decision on clear evidence. (c) Have a mock trial about a disagreement about two people who think their property line is farther over and one wants to put up a fence, but the other threatens to tear it down. Have a judge and jury. Demonstrate hearing both sides and make a judgement based on clear evidence.
2. Laws are enforced by police in cities and towns, counties, states, and federal agencies.	2. (a) List laws and categorize them into civil and criminal (i.e. using a gun, a theft, illegal drug possession, or doing someone bodily harm). (b) Make a roller movie with pictures and captions to show incidents in which laws are being enforced in a municipality, county, and state. (c) Invite a police officer to discuss his rights and the rights of the accused person. What is his relationship with a six year old? Also, what are his rights to enforce laws out of his boundary? (d) Make a bulletin board with municipal, county, and state boundaries overlaid with certain classifications of laws.

EDUCATIONAL IDEAS	ACTIVITIES
	(e) Survey and find some examples of laws on each level of government for health protection, road maintenance, disturbing peace, libraries, parks, etc. (f) Discuss what misdemeanors are and that they are punished by fines. (g) Discuss what felonies are and that they are punished by prison.
3. Prisons and rehabi itation centers are provided for people to stay in when the courts judge them guilty of breaking a law or regulations, or while they are waiting for the court to have a hearing to judge their guilt or innocence.	3. (a) Secure speakers to illustrate who may be in jail for disobeying a law, those who may be in a county jail, and for what purpose people are sent to state prisons. (b) Provide a speaker to illustrate rehabilitation centers for prisoners, their purpose, and the difference from prisons. (c) I ist rehabilitation facilities in the area using telephone directory. (d) Interview people from rehabilitation facilities to determine what their physical facilities are. (Examples: cell environment, meal times, recreation, etc.) What are the differences from prisons? (e) Draw what you think rehabilitation centers and prisons are like on the basis of your interviews.
4. Municipalities, counties, and states provide for the public safety of its citizens with fire protection, defense from the general harm such as enemies, or natural disasters.	4. (a) Take a walk and look for fire protection, alarm systems, and other signs to protect people from disasters such as Civil Defense signs, and defense warning signals. List and draw signs. (b) Have the Civil Defense describe what they do in a natural disaster. (c) Collect items for aid of those in a disaster area and send them.
5. Our government helps us to predict our weather. (Government based and operated weather bureaus.)	5. (a) Local municipal employees could visit your classes to tell the various government regulations to promote safety for you and your family. (b) The class could write letters to local papers telling how their school puts into practice these regulations (such as fire drills and tornado safety).

EDUCATIONAL IDEAS

Goal: To understand about our natural resources in municipal, county, and state government.

1. Recreation such as fishing and hunting is provided in parks.

2. Water is provided to municipalities for people and businesses to use.

3. Water is freed from pollutants before people in municipalites (cities and towns) drink it.

ACTIVITIES

1. (a) Collect pictures from magazines of recreation and classify them.
   (b) Discuss what we do at home and what we do away from home.
   (c) Use a bulletin board to show activities available in municipal, county, state, and national parks. What activities are the same? What activities are different?
   (d) Use the magazine *Oklahoma Wildlife* to identify and organize regulatory elements of fishing and hunting. Place this information on a retrieval chart for ease in comparing.

2. (a) Interview family and neighbors to find where you get water and where other municipalities get theirs. (scarcity vs. abundance)
   (b) View film and filmstrips to see how water is provided for municipalities.
   (c) Make a mural of ways we use water.
   (d) Use textbooks and encyclopedias to identify municipalities using lakes, pipelines, wells, glaciers, rivers, and other sources for their water.
   (e) Discuss which would take more work to get the water into homes and business. Which might cost the most? Which level of government provides water?
   (f) Discuss ways water is used in the community and its importance to health and pleasure of the people.

3. (a) Collect water samples from a pond and compare it with samples from the drinking tap. Use a microscope.
   (b) Go on a field trip to see how water is made safe for drinking in a filtration plant. Who pays for it?
   (c) Build a model of a water filtration plant.
   (d) Pollute water and experiment, watering one plant with polluted water and one plant with water from the drinking tap.

EDUCATIONAL IDEAS	ACTIVITIES
	(e) Survey an industry in a municipality to see if some waste chemicals from their industry flow into a river or stream. How do they try to keep from polluting the water? (f) Have the children role play how to get rid of waste from industry without it flowing into a river or stream.
4. Conservation of land, trees, and minerals are planned and encouraged by workers to help keep them available and useful to people in municipalities, counties, and the state.	4. (a) Invite speakers from Wildlife Conservation Department, Fish and Game Department, Corps of Engineers, Forestry Department. (b) Write to the State Department of Agriculture to find out how it provides information to help landowners with conservation. (c) Find pictures in books and magazines of land that is planted to keep it from eroding. Use a science program to study erosion. (d) Collect pictures of different workers. Predict what safety, health, training, etc., regulations are made by law. Interview some of the workers to verify predicted regulations. Who made the regulations? Who enforces them? What are their purposes? (e) Survey city, county, and state health departments to find out who inspects cafes to insure cleanliness and prevention of spreading disease. (f) Invite a building inspector to speak on building codes. Who enforces them and what are their purposes? (g) Visit a building being constructed and ask about regulation. (h) Draw the parts of a building being regulated and write who? what? where? when? why?

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand state government, organization, officials, and functions.	
1. The Constitution is the whole body of rules which provides the machinery and powers of a government and also defines the rights and duties of the citizen.	1.* (a) Games With No Rules - Using something relatively inexpensive, present each student with this object without preparation and tell them to play a game. The students will ask for rules, simply ignore their questions and instruct them to play a game. Allow only a short period of time for their obvious confusion and then ask why they are unable to play the game. From this, reasons may be expressed as to the need for rules in a game, a classroom, and in society. (b) Create a "written plan of government" or constitution for the class. (c) Constitutional Convention Game - role play the Constitutional Convention for the state of Oklahoma. (d) Newspaper Articles - utilizing newspaper articles illustrate various principles of the constitution such as separation of powers, checks and balances.
2. Legislators face difficulty in trying to write effective legislation.	2.* (a) No Vehicles in the Park - Although this appears to be a simple law, have a debate on the various exceptions to the law while still keeping in mind the letter of the law as well as the intent of the law. Some exceptions might include: a baby carriage, a bicycle, an emergency vehicle, etc.
3. The process of a bill through the Legislature.	3. (a) Mock Legislature - draft a bill and follow process to acceptance or rejection. (b) A Bill Becomes a Law - act out the lawmaking process utilizing a major issue of the day. (c) Provide a field trip to the State Capitol to observe Legislative committees, Legislative debate, etc.

*See Oklahoma Bibliography

EDUCATIONAL IDEAS	ACTIVITIES
	(d) Case Study - A Day In the Life of a Legislator (influence of pressure groups, lobbyists, media, and constituents). (e) Write a letter to a Senator or Representative. (f) Work puzzles concerning words and terms used in the bill process.
4. The Legislature has created a number of offices, boards, and administrations (i.e. Department of Public Safety, Department of Wildlife Conservation).	4. (a) Have a highway patrolman visit the classroom, talk about his job, and maybe show how radar works, etc. (b) Do map work showing game refuges and identify the kinds of game protected in the refuges.
5. There exist a number of constitutional offices and officers in the executive branch (i.e. Governor, Lieutenant Governor, Treasurer, Attorney General).	5. (a) Case Study - Riot at McAlester. (b) List the functions of the Governor and then draft a State of the State Message to present to the Legislature. (c) A guest speaker may be brought to the classroom to discuss the authorities, duties, and responsibilities of elected officials in the Executive branch of government. (d) Role play the responsibilities of the office of Attorney General and write a legal opinion on a controversial issue. (e) Mock Impeachment - This activity could easily involve the operations of the various branches in a dispute concerning the abuse of power by the chief executive.
6. The judicial branch of government is responsible for the settlement of dispute between persons and determinations of guilt or innocence of persons accused of crimes.	6. (a) Game - Why Must Laws Be Enforced? A scene can be prearranged with another student to create a situation which involves the violation of a major rule. It should appear to the students that nothing will be done to the offender. Listen to the spontaneous reactions, and then discuss the situation with the class with their views of enforcement. (b) Study the functions and differences of a grand jury and a trial jury.

(c)* Mock Trial - From a prearranged court case or from a well known story, students may become acquainted with the judicial branch of government. Special attention, however, should be given those students with major roles in the trial such as the judge, defense and prosecuting attorneys, clerk, and defendent.

*See Oklahoma Bibliography

County Government

Grades 5-8

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand county government, organization, officials, and functions.	
1. The Oklahoma Constitution provides the legal basis for county government.	1. (a) Develop charts illustrating the organization of county government and identify the elected officials in your county. (b) Through mapwork locate the county seat in each of the 77 counties. Ask the students to explain why county boundaries were set and why the county seats were located where they now exist.
2. There are basically seven elected officials in county government.	2. (a) Examine the Oklahoma Statutes on county government and list the authorities, duties, and responsibilities of (one or more) Board of County Commissioners, County Treasurer, Court Clerk, Clerk, Sheriff, Assessor, and Superintendent of Schools. (b) Provide a field trip to the County Courthouse and visit each of the elected official's office. (c) Have an elected county official speak to your class.
3. County government must have revenue to provide for its operations and services to citizens.	3. (a) Identify the various sources of revenue (i.e., property tax, fees, transfer funds, revenue sharing) and have students survey citizens as to "what services they think their county taxes pay for."
4. There are some fundamentally important services provided by all counties in Oklahoma.	4. (a) Identify several county officials (commissioners, treasurer, clerk, sheriff) and examine the Oklahoma Statutes as to the specific services these officials provide to the citizen. (b) Read newspapers and magazines and make a collage on one or all of these services:

EDUCATIONAL IDEAS

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ACTIVITIES

1. Enforce state law and operate local courts.
2. Construct and maintain county roads, bridges and drains.
3. Participate in public welfare and educational services.
4. Direct county public health services.
5. Preserve records.
6. Levy and collect property tax.
7. Disburse funds.
8. Administer elections.
9. Construct, care for or dispose of county property and buildings.

Municipal Government

Grades 5-8

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand municipal government organization, officials, and functions.	
1. The election and holding of municipal office.	1. (a) Invite the Secretary of the Election Board to speak to the class about the voter registration process. Develop a registration card and list what should be qualification for voting (i.e., age, party affiliation, property owner, etc.). Compare the cards and discuss why those qualifications were listed. Set aside a day for mock voter registration. (b) Invite municipal officials (i.e. mayor, councilman, city manager) to speak to the class. Provide for a mock election including conducting campaigns, discussing issues, etc. (c) Conduct a mock city council meeting with a controversial issue to be decided upon.
2. The geographical location of a municipality.	2. (a) Provide map work which would indicate why a community is located where it is (i.e., mountain, waterways, resource for industry and agriculture, etc.). (b) Develop a scrapbook of the historical origins of the community (i.e., pictures of old buildings, people, etc.).
3. There exist several forms of municipal government.	3. (a) Examine the Oklahoma Statutes and list the forms of municipal government. (b) Draw diagrams of these various forms of government and have class discussions regarding why there exists different forms (i.e., politics, efficiency, costs, duties, size). (c) Invite municipal officials to discuss with the class their form of government.

EDUCATIONAL IDEAS	ACTIVITIES
4. The major functions of a municipal government.	4. (a) Examine the Oklahoma Statutes and list the functions of a municipal government. (b) Provide field trips to police and fire departments, electricity plants, library, and city hall. (c) Visit with city workers and have them explain their work (i.e., park/recreation, maintenance/repair/sanitation). (d) Take pictures of points of interest in your community and make a bulletin board of "what's good" and what needs improvement.
5. Municipal government must have revenue to provide for its operations and services to citizens.	5. (a) Identify the various sources of revenue (water, fees, sales tax, etc.). Provide a field trip to city clerk and treasurer's office to see how the money is collected and visit with city council and have members explain how they allocate the money.
6. Municipalities plan when change is occuring, when it is pending, or even when it is distantly perceived.	6. (a) Develop a model community. This community should include: (a) a form of government (b) a charter to govern the community (c) land use (commercial, industrial, residential, recreational) (d) transportation (auto, truck, rail, bus, air, water, pedestrian) (e) public facilities and utilities (sewer, water, schools, parks, fire stations, libraries) (f) zoning ordinances, subdivision regulations, annexation policies, etc. (b) Provide a field trip to a planning commission meeting and planning department. (c) Read and collect newspaper articles relating to a planning issue.

EDUCATIONAL IDEAS	ACTIVITIES
7. Many highly specialized services or activities are concentrated in or near cities. These services benefit the people of the city and the people of the surrounding area.	7. (a) View and discuss the program from the Tulsa City-County Library (other libraries might have the same type of program available) entitled "TCCL" (tickle) which shows all the services provided by a library. (b) Have a speaker from the city-county health services come and explain to the class the services provided by the agency. (c) Examine the yellow pages of a phone directory and list at least 25 different services listed, including as much variety as possible. Compare lists with classmates and reach conclusions about the variety of services rendered in their municipality.

State Government

Grades 9-12

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand state government, organization, officials, and functions.	
1. The heritage of state governments: 1776-1977.	1. (a) Examine the U.S. Constitution for the actual wording pertaining to the position and powers of the state (i.e. geographical unity of the state; protection from invasion; republican form of government; election of Congressmen, amending the Constitution, property rights, etc.). (b) Examine the writings of our founding fathers on their feelings about states.
2. The principles of the Oklahoma Constitution relative to state government.	2. (a) Examine the Oklahoma Constitution, identify and outline the articles relative to the Legislative, Executive, and Judicial branch. (b) Propose changes to these articles and debate why the change is necessary (i.e., amendment through Legislative proposal, citizen initiative or constitutional convention).
3. The organization of the Legislature is composed of a Senate and House of Representatives.	3. (a) Develop a chart or bulletin board on the organization of the Legislature and include rules of procedure, officers of the House of Representatives, Senate officers, and the committee system. (b) Invite a Legislator to speak to your class. (c) Provide a field trip to the State Capitol and visit the Legislature.
4. The course of a bill through the Legislature.	4. (a) Develop a chart or bulletin board on the course of a bill. (b) Provide for small discussion groups with each group explaining a portion of the bill process. (c) Write a bill, resolution, joint resolution or concurrent resolution on a controversial issue.

EDUCATIONAL IDEAS	ACTIVITIES
	(d) Examine the kinds of committees and their functions, and have a mock committee meeting involving a controversial issue.
5. The Executive branch of government has the authority to enforce the law and this authority is vested in a number of constitutional offices (Governor, Lt. Governor, Attorney General) and officers.	5. (a) Examine the constitutional and statutory authorities, duties, and responsibilities of the Governor, Lt. Governor, Attorney General and Superintendent of Public Instruction; using newspapers and magazines develop a scrapbook which would reflect their constitutional and statutory obligations. (b) Divide the class (in groups of 2 or 3) and have each group role play state agency personnel. The group will prepare a budget to meet the needs of the agency they represent. They will present their budgets to other classmates (who role play the Governor and his staff) and defend those budgets. (c) Class members will role play the Governor as he prepares a State of the State and budget message for the Legislature; compare what is in his budget message with what agencies requested and discuss why budgets were cut or added (i.e. politics, not important, citizen needs). (d) Provide a field trip to the State Capitol and visit elected officials' offices; write an essay about these officials.
6. Laws are made and enforced to help keep our air and water clean from pollution.	6. (a) Collect pictures of possible air and water pollution. (b) Discuss the Water Resources Board, State Department of Health and its regulations. (c) Survey parents and neighbors about how these agencies affect their lives. (d) Use the telephone directory and call to find what local enforcement there is to EPA in their regulations. (e) List ways water is polluted. List ways you can prevent water waste and pollution. (f) List ways air is polluted and list ways you can prevent air pollution.

EDUCATIONAL IDEAS	ACTIVITIES
	(g) Devise laws you think would help prevent air and water pollution and who would enforce them.
	(h) Identify several controversial issues (i.e. workmen's compensation, air water quality, child welfare, penal reform). Discuss the extent of involvement of elected officials in the executive branch in these issues.
7. The organization of the judicial branch of government.	7. (a) Examine the Oklahoma Constitution, and then develop a chart on the court structure.
	(b) Write an essay (pro & con) on one type of court (supreme court, court of tax review, court of appeals, etc.).
8. A jury is an important function of justice.	8. (a) Research the functions of a jury trial, and then develop a mock trial with judge, defense and prosecuting attorney, bailiff, clerk, and jury.

County Government

Grades 9-12

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand county government, organization, officials, and functions.	
1. The historical origin of county government.	1. (a) Read and discuss Article 19 of the Oklahoma Constitution.
2. There are basically seven elected offices in county government.	2. (a) Read the Oklahoma Statutes relative to the offices of county government. (b) Prepare a notebook, using newspapers and magazines which identify the offices in county government. (c) Have class members role play a board of County Commissioners' meeting. (d) Have a fact forum and invite a county official for classroom discussions. (e) Build a scale model courthouse and have a written statement about each office.
3. Each county official has certain responsibilities, powers, and duties.	3. (a) Read the Oklahoma Statutes relative to county government and make a listing of each official's obligation; collect specific examples of these in newspapers, magazines (i.e. tax collection, road grading, filing of wills, etc.). (b) Have the class role play "A day of a county sheriff, commissioner, clerk, etc." Once the activity is complete discuss the pros and cons of why we need the official in county government.

EDUCATIONAL IDEAS	ACTIVITIES
4. County government must have revenue to provide for their operations and services to citizens.	4. Develop two graphs, (1) past years' and current year revenues for county government, (2) past years' and current year costs for operation of county government and services provided the citizen. (This will show costs are greater than revenue due to inflation, etc.)

Municipal Government
Grades 9-12

EDUCATIONAL IDEAS	ACTIVITIES
Goal: To understand municipal government, organization, officials, and functions.	
1. The legal basis of a municipal corporation.	1. (a) In the Oklahoma State Constitution read the portions pertaining to municipal corporation, listing important points. (b) Interview the legal counsel employed by your city to clarify portions of the State Constitution concerning municipal corporations.
2. The incorporation procedures for a municipality.	2. (a) Obtain a copy of the city charter, noting when it was adopted and changes made (where applicable). (b) Prepare a sample petition of incorporation. Discuss with officials advantages and disadvantages of incorporating. (c) Conduct a mock hearing before a mock Board of County Commissioners charged with determining the validity of the incorporation's petition.
3. The four forms of municipal government.	3. (a) List the advantages and limitations of the weak mayor form of city government. (b) Collect newspaper articles and compile a notebook of the articles concerning city council affairs, noting particularly the relative influence the mayor seems to have on the decisions made. (c) Talk with the mayor of a community where his position is as a weak mayor, asking him the particular advantages and limitations of his office. Compare impressions of his work with the newspaper accounts of his work. (d) Provide a simulation game in which students act out the part or role a weak mayor might play in a council meeting. (e) Identify the characteristics of a strong mayor, noting the relative advantages and disadvantages of this form of municipal government.

EDUCATIONAL IDEAS	ACTIVITIES
	(f) Compare the lives and work of famous mayors in American and Oklahoma History. Biographies of such famous mayors as William (Boss) Tweed, Fiorello LeGuardia, and Richard Daley might be used, as well as an account of the life and term of Jack Walton of Oklahoma City. (g) Identify the responsibilities of a city manager and become familiar with the training necessary to enter this profession. (h) Refer to Bibliography for list of universities which offer programs in municipal government. Invite a student enrolled in such a program to speak to the class about his work. (i) Interview and invite a city manager who will discuss with the class his work and the opportunities in the field. (j) Conduct an open-forum debate on the topic: "Resolved that the city manager form of government is better than a mayor-council government of our town."
4. The fiscal affairs and administration.	4. (a) List the sources of revenue available to municipalities, particularly the community where students live. (b) Visit City Hall and invite the city clerk or other officer in charge of city records to compile a list of the sources of city revenue. (c) Construct a graph for bulletin board display showing the sources and relative importance of city revenues. (d) Hold a mock city council meeting in which a draft ordinance is proposed on a tax (such as a city sales tax); then consider all sides of the issue.
5. The budgets of a municipality.	5. (a) List the types of required and optional expenditures of the local municipal budget. (b) Visit city hall and invite the officer in charge of budgets and records to discuss the kinds of expenditures in the municipality. (c) Make a chart for the bulletin board which shows city expenditures and post it beside the one made earlier on municipal revenues.

EDUCATIONAL IDEAS	ACTIVITIES
	(d) Hold a mock city council meeting in which citizens' groups appeal for city funding of their "pet" projects.
6. The Departments and Agencies of a municipality.	6. (a) List the principal functions of the local municipal police department, noting the responsibilities and limitations of the department. (b) Visit police headquarters or have officers visit the class to discuss the scope of the municipal police department's jurisdiction over such matters as traffic control, drug control, and other matters of interest to the class. (c) Collect newspaper and magazine articles concerning police work to put into a scrapbook. Compare the media image of police work with the officers' descriptions and interpretation of their jobs. (d) Contact the police academy to find out the training necessary for police work and the job opportunities in the field. Arrange a bulletin board to display the information. (e) List the sources of water and electrical power serving the community, noting especially problems of maintaining water resources, and examine a monthly water bill by tracing the costs of the city in providing the water. (f) Discuss water resources with the city manager, visit the site of wells or reservoirs, and make a bulletin board display of articles concerning drought conditions, if applicable, dwindling resources, and possible alternative sources of water. (g) Visit a power plant or have an official of the power company come to class to discuss issues such as power sources, fuels used, costs, quality of service to customers, and other items of local interest. (h) Compose guest editorials to local and school newspapers expressing opinions as to how to meet the community's future needs for good water and adequate electrical power.

EDUCATIONAL IDEAS	ACTIVITIES
7. Municipalities plan when change is occuring, when it is pending, or even when it is distantly perceived.	7. (a) Develop a model community. This community should include: (a) a form of government (b) a charter to govern the community (c) land use (commercial, industrial, residential, recreational) (d) transportation (auto, truck, rail, bus, air, water, pedestrian) (e) public facilities and utilities (sewer, water, schools, parks, fire stations, libraries) (f) zoning ordinances, subdivision regulations, annexation policies, etc. (b) Provide a field trip to a planning commission meeting and planning department. (c) Read and collect newspaper articles related to a planning issue.

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This textbook deals with aspects of local government that a citizen needs to know. It includes the functions within a city, its governmental structure, policy-making process, functions, and administrative operating procedures. The council-manager form of government is well covered.

Alderfer, Harold F. *American Local Government and Administration.* New York: The MacMillan Co., 1956, 662 pp., Level: 12th grade and above.

This publication presents an overall description of the entire field of American local government and administration. This includes municipalities, townships, counties, school districts, and special districts as well as reviewing federal-state-local relationships.

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This yearly publication is the authoritative resume of county data and developments. It contains dozens of articles, directories, and bibliographies on the entire spectrum of county topics and urban problems. Probably the single most helpful reference document you could obtain from these listings.

International City Management Association. *The Municipal Yearbook*. Annually, 1140 Connecticut Ave. N. W., Washington, D.C. 20036, Approximately 370 pp. Level: 12th grade and above.

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Phillips, Jewell Cass. *Municipal Government Administration in America*. New York: The MacMillan Co., 1960, 648 pp., Level: Advanced level reading for secondary school students, but may be useful to instructors of urban government.

This book examines problem areas of municipal government and administration that now confront city officials, citizens, civic groups, and students. The problems are examined in their factual settings and efforts are made to present feasible alternative solutions for discussion.

Pamphlets

American Education Publications. *Municipal Politics: Interest Groups and the Government*. (Public Issues Series), Educational Center, Columbus, Ohio 43216, 48 pp. Level: 9th grade and above.

One of the best overall accounts of how political pressures from varied interests come to bear on a controversial city planning issue, as told from the insiders' points of view. Class discussion questions give insights into political power, the role of citizens' groups and lobbyists, and the personal feelings of officials versus their job responsibilities. A timely look at ethics and the public interest.

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As an introduction to the council-manager plan and how it works, this publication takes a look at the ways the council and manager serve their community, their continually evolving role, the growth of the plan since it was originated, and the job the plan must do to meet the challenges of an urban age.

National Municipal League. *Forms of Municipal Government.* 47 E. 68 St., New York 10021, 1973, 16 pp.

Most concise, accurate, and up-to-date accounting of the primary forms of local governments in use today in the U.S. Brief analysis of powers and advantages of each.

The Public Administration Service. *Progress and Impact of the Council-Manager Plan.* Nolting, Orin F., 1969, 92 pp. 1313 E. 60th St., Chicago, Illinois 60637.

This pamphlet reviews the effect that the council-manager plan has had on local government administration as opposed to alternative plans.

The Council-Manager Plan: Answers to Your Questions. This publication provides information on some of the questions that citizens most frequently ask regarding the council-manager plan and the city manager profession.

Simulation Games

CLUG (Community Land Use Game), available from Urbex Affiliates, Inc., 474 Thurston Road, Rochester, NY 14619. Number of players: about 15. Playing time: about 6 hours and can be played in 30 minute segments after initial introductory time of several hours. This game is based on urban and regional land use economics on which players build, operate, and maintain their own community. There exists the possibility of establishing various forms of local government with the powers and functions to maintain or control certain aspects of community life. CLUG is the simulation planning game and is among the most widely used today.

Community Issues Game by Margaret Monroe based on the Policy Negotiations model developed by Frederick L. Goodman of the University of Michigan, available from Learning Activities and Materials, Inc., P.O. Box 1925, Ann Arbor, Michigan 48106. Number of players: can accommodate any reasonable number of players. Playing time: variable. Community Issues Game deals with contemporary decisions facing local government in the United States as seen through the roles of city manager, mayor, council members, commuters, blue-collar workers, etc. Pressures and problems of growth are depicted in this game much in the same way as they may occur in small and middle-sized American cities. The intent of the game is to underscore the politics of planning.

Impact, available from Instructional Simulations, Inc., 2147 University Ave., St. Paul, Minnesota 55114. Number of players: 20 to 40. Playing time: 4 to 10 hours in 15-30 minute periods. Impact presents urban problems to students in various community roles. These problems range from community-wide and group problems in an urban society and environment. The effect of the game is to sensitize participants to social problems and the procedures available for solving them and to exhibit the role of power, social status, and prestige in affecting the course of community actions.

Metropolitics, Simile 11, P.O. Box 1023, LaJolla, California 92937. Number of players: 18-35. Playing time: 1-2 hours. Can be played in 40 minute periods. Participants take the role of citizens of the Skelter metropolitan area. Through persuasion and coalition formation they attempt to adopt one of our different governmental forms: (a) a single county government, (b) a two-level government, (c) a special district, and (d) a neighborhood government. The game stresses content rather than process and is easy to administer.

New Town, Harwell Associates, Box 95, Convent Station, N. J. 07961. Number of players: 4-10. Playing time: 1-4 hours. The player's goal is to build a wholly new community 25 miles from a major city. The choices pit environmental considerations against greed, for the winner is the player who amasses the greatest fortune. Five game levels are provided for various levels of player skill. Players learn zoning, land use planning, and economic considerations.

Policy Negotiations, by Frederick L. Goodman of the University of Michigan, available from Urban Affiliates, Inc., 474 Thurston Road, Rochester, NY 14619. Number of players: 6-10 optimum, more possible. Playing time: priming game 2-3 hours, redesign time one to many hours, replay time 2-3 hours; game may be broken up into segments. This permits the players and/or instructor to design the game according to their own environment. The major mechanism is the allocation of influence in the decision-making process. This influence varies for different players and can also increase and decrease for each player as the game progresses, depending on the decisions he makes. Local government roles and processes can be realized by the student through the presentation of the power and influence of officials at various levels.

Sittee, available from Simile 11, P.O. Box 1023, LaJolla, California 92037. Number of players: between 15 and 40. Playing time: actual play lasts 2-4 hours or about three or four 50 minute class periods. The game is based on conflict among interest groups that work to change a city. The game gives insights into how pressure groups function, the difficulty of working through the government, and the relative ease with which a proposal can be blocked as opposed to the difficulty of getting one passed. Easily adaptable to reflect local issues and concerns.

The Cities Game, available in local bookstores or department stores or from Psychology Today Games, 1330 Camino Del Mar, Del Mar, CA 92014. Number of players: 4-16. Playing time: 1-2 hours. Students participate in the game by representing four community groups: business, slum dwellers, agitators, and government. These groups attempt to solve problems by forming coalitions.

They Shoot Marbles, Don't They? Developed by Frederick L. Goodman and Robert Pames. Available from Urbex Affiliates, Inc., 474 Thurston Road, Rochester, NY 14619. Number of players: 8 to 50; 15 to 30 optimum. Playing time: 2½ hours or more. The development, application, and enforcement of laws developed by the players is one of the concerns of this game. Groups representing various socio-economic and political factions have different degrees of influence and power.

Urban Dynamics, available from Urbandyne, 5659 S. Woodlawn, Chicago, Illinois 60637. Number of players: 12-20 optimum. Playing time: 5-6 hours, but can be played in one hour segments. The game divides players into teams (representing diverse socio-economic groups) which are assigned realistic resources and restraints. These teams may either compete or cooperate as they deal with the various aspects of city life. They have the opportunity to come together in city council meetings to make decisions affecting the entire city. The players must bear the consequences of their decisions. The game session involves learning through bargaining, coalition formation, negotiation, debate, and compromise.

Motion Pictures

Voting at 18 (14 min. color 2972). Designed to motivate young people to vote. Scenes depict contemporary issues and problems that remind viewers that they can use their voting power to affect the issues which concern them.

The Power to Tax (26 min. color 1972) available from Cinema Associate Productions, Inc., Box 1542, East Lansing, Michigan 48823). Discusses the number of methods by which the various units of Local government can raise revenues to pay for services that citizens request. It discusses the possible alternatives of increasing revenues and where the decision and powers concerning taxation rest.

Give and Go (28 min. color 1963. Produced by WQED, Pittsburgh. Available from the Department of Internal Affairs, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania). This film pleads the case of intergovernmental cooperation. It is the story of three communities, each with a problem to be solved. Each finds its problem is not unrelated to the others', that local governments can help one another, and that each will have to "give" before it can "go."

True Story of an Election (60 min. color 1962). Detailed documentary of the election process, primary contests, work or party members and candidates, the excitement of the contest, and getting out the vote. Builds respect for the democratic process and for political activity.

The Thin Blue Line (27 min. order #2828 Kemper Insurance). Excerpted from the dramatic TV documentary. This film "walks the beat with the men who risk their lives to protect us from danger," and examines the roles of police officers.

The Noble Breed (28 min. color order #3600 Kemper Insurance). This is a highly dramatic documentary about today's fireman . . . his duties, his problems, his new image, and the vital role he plays in modern society. Narrated by Rod Serling.

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There Will Be a Slight Delay (28 Min. color order #4184 Caterpillar Tractor Company). This hard-hitting documentary explores America's transportation problems. It zooms in on highways, airports, railroads, and urban transit showing the problems that exist, what is being done about them, and spectacular plans for the future.

To Clear the Air (22 min. color order #4193 American Petroleum Institute. Not available in Alaska, Arizona, California, Nevada, Oregon, or Washington). Discusses one of the most complex problems facing our society - air pollution. Shows the roles of industry, government, and the individual in the fight for cleaner air.

The Trouble With Trash (28 min. color order #3838 Caterpillar Tractor Co.). Documentary on the spiraling waste disposal problem. Shown are laboratories experimenting with self-destructive containers, balers for volume reduction, shredders for recycling waste as soil conditions, and incinerators with scrubbers to reduce air pollution. Also shows modern sanitary land fill techniques.